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ABSTRACT

The first part of the paper briefly reviews the teaching of area studies within the last generation, noting that Chinese studies have markedly increased. The second part discusses forces operating on social studies teachers today which quite naturally relate to area studies. These include calls for teachers to change their technique from expository to inquiry teaching; the numerous arrays of kinds of materials from which teachers must choose; pressures to teach new content areas but lack of training to carry it out; and the number of complex societal changes now in progress. Specific problems facing classroom teachers as they attempt to teach Chinese studies are identified. The major portion of the paper provides ten alternatives to typical suggestions on how to improve teaching about China. These alternatives differ from the usual suggestions in that they emphasize supplementing and/or using existing resources rather than beginning anew, and make inservice and preservice training available locally. Alternatives focus on topics dealing with a survey of the field; exchanges and visits; developing a newsletter; resource centers; inservice and preservice training; activities at teachers meetings; evaluating teaching materials; preparing new teacher materials; and checking with teachers and students to verify what they wish to know about China. Appendices are included. ED 065 402 is a related document. (SJM)

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No. 5

PROBLEMS AND OPPORTUNITIES IN IMPROVING SECONDARY EDUCATION ABOUT CHINA

By
H. Thomas Collins

December 1972

(This paper was prepared for the Wingspread Conference on CHINA IN THE SCHOOLS: DIRECTIONS AND PRIORITIES, June 6-8, 1972, Racine, Wisconsin. The conference was jointly sponsored by the National Committee on United States-China Relations and The Center for War/Peace Studies, under a grant from the Johnson Foundation.)

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STATEMENT OF PURPOSE

This is one of a series of papers of the Service Center for Teachers of Asian Studies, which was established by the Association for Asian Studies (AAS) in 1971. The Center came into being as a direct response to the long-felt need of the AAS to give more attention to the needs of the secondary and elementary school teachers who are teaching about Asia. The Center's primary activity is to act as a clearinghouse, to collect and classify all the existing materials on Asia, and to give guidance to teachers of all levels as to the best available materials for the particular needs of a given teacher or a given school situation. One of the ways of achieving this aim is the publication of this present series of papers.

It should be stated at once that while the Center is making these papers available to interested persons, the expressions of opinion and views contained in each of these papers should be attributed exclusively to their specific authors. The Center and the Association neither endorse nor advocate necessarily the author's positions and opinions.

In the future it is hoped that the Center will expand its activities to serve every legitimate need of all school teachers dealing with Asia. At this initial stage, however, the greatest immediate need seems to be to provide some information on and guidelines to the large amount of existing materials, many of them created for very different, though equally legitimate, purposes. By means of these papers, which seeks to present a variety of individual views, and by means of individual and group consultations, the Center seeks to assist all teachers in the important task of introducing to American school children the vast and varied part of human concern which is contained in the past and present of Asian experience.

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Asian Studies

INTRODUCTION

World events outside the classroom have suddenly and rather unexpectedly provided American social studies teachers with a new imperative, i.e., to teach about China. Educators once more are confronted with a new situation. To make matters worse, it is not a clearly visible situation. Nonethe-less everyone concerned must try to find out exactly where we are and what conditions prevail around us. One way to do this is to look back and remind ourselves where we have been and how we arrived where we are now.

CHINA STUDIES IN THE SCHOOLS

I. WHERE HAVE WE BEEN?

Anything approaching a systematic study of China was virtually unheard of in American schools prior to World War II. With rare exceptions, neither the teachers nor those producing the textbooks concerned themselves in a serious way with China. Howard Wilson's study, published in 1946, Treatment of Asia in American Textbooks, verifies this fact. If mentioned at all, China was clearly of very low priority. Worse still, the meager content that was included oftentimes emphasized stereotypes and was written in extremely paternalistic terms. (See Appendix I.) The wartime restrictions on book publishing created a period of several years where new editions of textbook materials of any kind just didn't appear. Teachers continued to use books copyrighted during the 1930's and in some cases, books from the 1920's.

By the time the publishing industry and the colleges concerned with training teachers were once again back in full swing following World War II, several significant changes had occurred. Most importantly, China had become a "major" nation. This new image of China by itself would probably

have guaranteed that at least some schools and publishers would have reconsidered their offerings. In this case, additional events in and around China kept American attention focused there. The failures of the U.S.-supported Nationalist government and the eventual CCP victory, the Korean War and the national soul-searching in this country over "the loss of China" during the McCarthy period, all tended to keep China in the headlines. In turn, this was reflected in the curriculum of many schools.

These events took place at a time when area study programs were rapidly coming into vogue on college campuses. Originally instituted to help meet the nation's wartime needs, area study programs began to proliferate during the 1950's. As a result, at least some teachers interested in the study of East Asia and China on the pre-collegiate level began to appear. Some people also evidenced interest in China dating from personal contacts with East Asia during World War II or the Korean Conflict. All of these factors, as well as others, contributed to legitimizing the study of China in the schools.

By the late 1950's, two equally, if not more important elements enter the picture. First, for a number of reasons the schools suddenly had available to them larger amounts of money. This created a market potential which, in turn, made possible a new kind of textbook, the soft-covered unit text.

The reasons for the entrance of paperback materials into education are many. It is enough to say that in less than a single decade the schools moved from their virtually complete dependence on a single, hard-covered textbook to almost universal acceptance of using a variety of relatively inexpensive soft-covered materials. Interesting for our purposes is the

fact that a soft-covered unit on China, developed by the North Central Foreign Relations Project under Jim Becker's direction, was one of the first such titles to appear. All schools and teachers didn't suddenly change. Things don't happen that way in the schools. However, even those who did not choose to change reflected an awareness. Teachers indicated in a variety of ways that the use of a single textbook was no longer either the only or necessarily the best way to teach.

None of these things was developing in a vacuum. During the latter 1950's and early 1960's general public concern with the remainder of the world began to manifest itself. Again, with hindsight, it is useless to discuss just how much this public concern stemmed from any genuine desire to understand other people, as opposed to our national preoccupation with the spread of communism. Whatever the source, the attitude of most educators clearly shifted during this period. Convincing teachers to study "other cultures", the non-western world, "developing countries" or whatever, became unnecessary. Groups that earlier had spent a good share of their resources legitimizing Asian Studies, e.g., The Asia Foundation, The Asia Society, The North Central Association's Foreign Relations Project, The Japan Society, and The New York State Education Department, began to shift much of their emphasis from the "Should we?" questions to the "What?" and the "How?"

These changes were subtle and difficult to date precisely. However, by the mid-1960's the shift had occurred. This shift--like most educational trends--did not escape the attention of the publishers. Coupled with increased budgets available to schools was the sudden emergence of a new breed of scholars willing to spend time writing materials strictly for the school

market. Publishers quickly identified such persons and put them to work. As a result, by the middle 1960's we see a large increase in the number of soft-covered units. For example, the January 1967 NASSP Bulletin included a bibliography of over fifty series of soft-covered publications. Also available were three new hard-covered world history books (Stravrianos, Ewing and Welty) which included substantial units devoted exclusively to China. (See Appendix II).

Enter the Government

The realization that our schools were in need of massive help and that new commercial materials by themselves were not the answer, finally struck the American public in the early 1960's. Congress enacted massive legislation that made possible numerous summer institutes for retraining teachers. Eventually, institutes were organized for social studies teachers and Asian Studies and China were represented. The impact of those summer institutes on China studies is very difficult to measure. They certainly succeeded in "turning on" a number of teachers. However, most of the people who were asked for evaluations agreed that changes in classroom teacher behavior were very minimal. Very few of the participants in the original N.D.E.A. (and later E.P.D.A.) institutes felt that their summer activities helped them in their teaching to any great extent. Without attempting here to analyze these institutes, it should be noted, in passing, that simply giving the teachers more subject matter will not, in itself, necessarily improve their classroom teaching.

Along with the government-sponsored teacher retraining efforts came another phenomenon, the Curriculum Development Projects. Again, Asia and China were represented. One project, the Asian Studies Curriculum Project,

was devoted exclusively to Asian concerns. Several others included substantial sections dealing with China, e.g., Projects at Carnegie-Mellon, Minnesota, Illinois and the Sociological Resources for Secondary Schools Project. The disturbing feature of all of these development projects--when viewed in juxtaposition with the summer teacher training institutes--was that the projects were clearly more concerned with the structures of the various social science disciplines and new inquiry teaching methods than they were with traditional subject matter. This, apparently without the Federal government agencies realizing it, put the curriculum development projects on almost an opposite track from the summer teacher institutes. We thus see the strange situation where the Federal government is spending money to encourage two simultaneous programs; each essentially leading the teachers in two diverse directions! These uncoordinated thrusts by the government have since been explained as a "search for alternatives." If this were really the case, fine. The problem is that it was counter-productive. (See Appendix III).

Summary

Looking back over the past generation--whether we examine the textbooks, the course syllabi of schools, the titles of summer institutes for retraining teachers, the undergraduate offerings for prospective teachers, the content of in-service training activities sponsored by a number of organizations, or any of the other available indicators of what schools and teachers are likely to be doing, we see that area studies have increased markedly. China Studies have been included in this increase. In other words, we have unquestionably experienced changes in what the schools are now teaching, some

changes in the kinds of materials being used in classrooms at all levels of education, and a general awareness, among at least some segment of American educators, that studying China is important. Several questions remain unanswered, however.. What should be taught about China--now and in the future? At what grade levels can it be most effectively taught? How will the teachers--both pre-service and in-service--be prepared to do so? What steps can be taken to guarantee the accuracy and suitability of the teaching materials? Who will do all these things? How can all of these activities be funded? Satisfactory answers to these questions must be provided. Until they are, China Studies will likely remain peripheral to the main concerns of the teachers.

II. WHERE ARE WE NOW?

Some Concerns Facing Social Studies Teachers Today--

Setting aside for the moment the question of whether or not individual teachers are concerned with teaching about China, a number of new forces are unquestionably being felt by all social studies teachers. These forces cannot be ignored by those interested in China Studies.

The 'New Social Studies' movement, which originated in the late 1950's--and most teachers became at least aware of by the mid-1960's--compelled teachers to at least consider adopting a new teaching technique, namely, inquiry. Teaching facts, and lessons designed simply to acquire them, were suddenly out of style. For a teacher to even admit teaching 'facts' would be somewhat akin to their admitting to having students memorize the Constitution! A few curmudgeons still exist who proudly announce that they "teach facts." But even as they are telling you, they give the decided

impression that they do so not because of any real philosophical commitment to a factual approach. Rather it is because that in a rapidly changing society and school environment by doing so they are asserting their last vestiges of independence. The vast majority of teachers one talks with register something ranging from mild shock to total disbelief when one of their peers proudly--and usually defensively--announces that they believe in teaching facts. Of course, all teachers teach facts. But inquiry is the 'in' term and few teachers among the thousands I've worked with will openly deny its supposed magic. Stated simply, teachers are being asked to change their basic teaching method from that of expository teaching to inquiry teaching. This fundamentally alters their classroom role.

A second new force operating on teachers is the kind of teaching material now being placed in their hands. The paperback and media revolutions have brought with them multitudes of new teaching materials. Materials that previously would have been rarely seen in classrooms now are seen in abundance. For example, there are short stories, poetry, excerpts from both fiction and scholarly works, artifacts, data banks, pamphlets and releases from an enormous number of interest groups, and a wide array of visual items. Again, no one claims that these kinds of materials have never been used before. It is only that for the first time in the history of social studies education, most teachers feel at least some compulsion to keep up with the Joneses' and use at least something from the variety of available new teaching materials. To be effectively used, however, many of these materials require new teaching skills, skills that most teachers have never even been introduced to in their formal training.

Still another force operating today is exemplified by the assumptions underlying this meeting. China, at least to some of us, is important, ergo it should be incorporated into the curriculum of the schools. Fine. The problem occurs when other, just as rational and well-intentioned people advocate drug education, African Studies, ecology education, Black Studies, Asian Studies, population education, political behavior, development education, Ethnic Studies, Southeast Asian Studies, Middle Eastern Studies, Latin American Studies, economic education, urban studies, career education, and sex education--to name a few of the topics that presently have advocates. The recipient of all of this attention--the average classroom teacher--is flattered but terribly confused. Few, if any, teachers now in our classrooms have had any formal academic training at all in any of these new areas of concern. Yet teachers realize that all of these topics probably have a legitimate place in the curriculum. What's the teacher to do?

Lastly, also operating on all teachers are the extremely complex societal changes now in process. School, at least as we have thought of it in the past, is being fundamentally altered. In fact, its very existence is being seriously questioned by a number of groups. This paper cannot even begin to deal with this complex issue. Even though it is a complicating factor that cannot be ignored, it may in the long run be the strongest single force on the side of those concerned with implementing new content into the curricula. One suspects that it may be easier to bring about curricular change in an environment dominated by change than during more stable times.

We can see teachers being influenced by at least several significant forces: (1) a call for change in their teaching methods, namely, inquiry;

(2) an abundance of new kinds of teaching materials they have never been taught to properly use; (3) pressures to teach new content areas they are not familiar with; and, (4) a fundamental shift in the perceived role of the school itself. In other words, we are asking teachers to change in several significant ways simultaneously. Even a casual familiarity with the literature dealing with social change doesn't leave one overly optimistic about the likelihood of many teachers coping successfully with the situation now facing them. Teachers will need very specific kinds of help if they are ever going to be able to make these changes. Some of the kinds of potential help will be mentioned in the last section of this paper. Before doing so, let me at least identify some of the specific problems facing classroom teachers when they attempt to deal with China Studies.

Unique Problems Facing Teachers of China Studies

The basic question faced by teachers is simply this: What do I need to know or do to be able to teach adequately about China to my students? This question is deceptively simple. However, until those 'outside' the classroom can perceive how those 'inside' the classroom see this question, I suspect communication between the two groups may be less than successful.

To obtain at least some minimal sense of what a typical secondary teacher may feel are the problems and constraints facing him when he attempts to teach about China, let me change the point of view. Having myself spent ten years in a midwestern secondary classroom, and during that time having attempted to teach about China, I want to identify a few of those concerns I faced during those years -- hopefully, from the classroom teacher's viewpoint.

The First Concern: Knowledge

I want to teach better. In order to do so, I've got to know more about China. My undergraduate training didn't help me very much. I can take additional graduate work, but it's expensive and anyway most of what's offered, isn't very relevant to my classroom needs. Also my M.A. program doesn't allow me to take many electives -- even if they're offered during the summers when I might be able to attend school. I can, however, read. And I will because I happen to be very interested in China. The problem is what should I read? I can only read a very few things and they must be easily obtainable. I wish I had a guide to help me. I, of course, can read the texts my students are using. Hopefully, these are accurate and reflect recent scholarship. But do they? How do I know? Where do I turn for assistance? I need help in the area of substance and I won't risk moving forward until I have it.

The Second Concern: Materials

How do I know which book I should purchase? (Assuming that money is available to do so, which it often isn't.) Should I do what some teachers do, that is, turn the course into an elective that appeals only to top students? If I do this, then I can use Fairbank's book as my text. But what about the average student and/or the non-readers? What materials are suitable for them? Do I leave them out of China Studies because suitable teaching materials are unknown to me: Where can I find out about available teaching materials? What about maps? What about films? What about other resources?

The Next Concern: Methods

What methods of teaching that I'm able to use and feel comfortable with are really useful in teaching about China? I know I shouldn't lecture at the kids. But how do I involve them? What specific lessons do I now have that are both methodologically defensible and still carry a reasonable pay-off on China? Can I use the same lessons I've developed for teaching other subjects and adopt them to my China unit? Are there any special teaching techniques or methods that are particularly useful for presenting China? If so, where do I find out about them? To whom do I turn?

Another Concern: Attitude

I'm interested and excited about China. But what about the students? My fellow teachers? My administrators? The parents? On whom can I count for support? Who will feel threatened? What attitudes must I be prepared to come to grips with if I elect to teach about China? What can I leave out of the present courses? Again, where can I turn to get help if I should need it? Who has already available an air-tight rationale for China Studies that I might use? Who has a syllabus -- including actual teaching ideas -- that I can obtain? What myths and stereotypes now held by my students should I be prepared to deal with? Do they perceive China anything like the way I do? Who knows?

Summary

This section has not attempted to describe in any way the state-of-the-art. No one can really do so, yet we all talk as if we could. Instead, I've tried to outline a number of basic forces that are being felt today in varying degrees by nearly all social studies teachers. In addition, I've tried to

demonstrate the kinds of questions at least one teacher facing the problem of China Studies asked himself.

Keeping these two baselines in mind, let's now look at a number of alternative directions in which we might move.

III. WHERE MIGHT WE GO?

While it might appear that opportunities to improve China Studies in the schools are almost unlimited, most suggestions put forward in the past for doing so tend to be restricted to those things that have been tried--and usually found wanting. I'm not certain why this is often the case, but it's true. Meetings, conferences or other gatherings designed to improve the curriculum rarely come up with any radically different suggestions. This does not, of course, imply that the suggestions often made are not valid or useful. Merely that they, to the best of my knowledge, at least, are usually quite similar. My rationale--if one is needed--for suggesting alternatives is simply that what we've been doing in the past hasn't really worked. At least worked well enough to have made much of a difference where it counts--in the classrooms. All else is fluff; icing on the cake. If what has been suggested in the past hasn't changed how teachers in reasonable numbers behave, then its' largely been for nothing. In 1911, George Drayton Strayer opened his book on general teaching methods with the statement, "Education is worth just the difference it makes in the activities of the individual who has been educated." Past suggestions to improve China Studies certainly haven't made a great deal of difference in anyone's activities. What, then, might educators organize ourselves to do?

1. Survey the Field

Following the assumption that it's good to know where you're at before you lay extensive plans as to where you're going, someone at every conference is certain to suggest that the field be surveyed. This is a perfectly reasonable and useful suggestion. The problem lies--as with most things--in the doing. Past survey attempts in international education have not really provided much useful data. We don't really know for certain much more after these efforts than some well-informed people knew before the surveys were begun. A good example of this is the recently published Directory of Asian Studies in Secondary Schools, edited by Ronald Suleski and published by the National Committee on U.S.-China Relations in 1971. It lists by state those schools offering Asian Studies. North Carolina has one entry. Yet, effective September, 1971, all 7th grade students in North Carolina study Asia for an entire semester!

Alternative

Because it would be useful to know more for certain about what is or what isn't being taught about China, why not let groups that already speak for and to the social studies teachers find out what's going on? How about the National Council for the Social Studies or the NEA International Relations unit or the AFT polling their members? What about the media that reach large numbers of teachers surveying their members or readers? Surveys nearly always are administered by persons or groups without normal and regular contact with the persons they hope to poll. This is one reason past efforts have largely failed to reach a sizable sample. The NCSS presently has two subgroups (International Relations Committee and a Task Force on International

Education) that might be persuaded to take on just such a task. Perhaps this could be a joint venture between them or in cooperation with other organizations and educational groups. The key idea is to utilize the delivery systems already operative; not to continually attempt to create new ones.

2. Exchanges and Visits

Regarding Mainland China, this is a very difficult problem. The situation in Viet Nam, the language barrier, and the lack of any surplus American currencies, all inhibit travel to China. In addition, there are already many more persons who wish to visit there than they, in turn, are presently willing to accommodate. In the meantime, however, how can we help guarantee that those few educators who might visit China in the near future are persons likely to bring about positive changes in the schools?

Alternative

Why not send selected teams, not individuals? Here is where administrators and teachers can genuinely work together to everyone's mutual benefit. In spite of any new realignments that may result from the about-to-be-voted-upon new NEA constitution, why shouldn't all of the groups fortunate enough to receive official approval to visit China be encouraged to select teams of participants from all levels of the schools. Why should visitors always be members of a single parent organization? Never been done, you say? Fine, all the more reason it should. The Association of Chief State School Officers might be just the group to coordinate such a plan. A further step might be to have any visitors that do visit China appear on the national programs of all the major educational organizations.

3. Develop a Newsletter

Lack of communication to and among those teachers interested in China Studies can certainly inhibit their teaching. Other than the extremtly useful Focus on Asian Studies, no present educational newsletter has teaching about China as one of its major concerns. And Focus on Asian Studies, although several years old, has a present mailing list of under 3,000 persons.

Alternative

The present Field Staffs of the National Committee on U. S.-China Relations provide an excellent potential source of help. Why not have each one of the Field Staffs do a single issue of a China Studies newsletter? Or, better still, have the Field Staffs provide an editor like Frank Buchanan with up-to-date materials for inclusion in his present newsletter. Certainly major responsibility for one issue per year would not overtax any one of the Field Staffs.

Another alternative is to seek a relationship with someone already producing a newsletter or other publication to see if they are willing to publish a regular section on China Studies. The large circulation journals in the elementary field, Grade Teacher and The Instructor, might be happy to provide ready access to significant numbers of elementary teachers. In a recent conversation, Harold Littledale, Managing Editor of Grade Teacher, indicated that each of these journals now have a circulation of slightly over 300,000 per issue.

4. A Resource Center for China Studies

Somewhere, somehow, some group or organization should set up a Center

to coordinate China Studies. This suggestion has been made a thousand times. What would such a Center do? Among the tasks frequently mentioned are: publish a newsletter, publish annotated bibliographies, provide a speaker's bureau, evaluate present teaching materials--both printed and audio-visual, develop new teaching units, train in-service teachers and coordinate the field. All of these tasks could be useful. Let me, however, suggest a different approach.

Alternative

Instead of forming a Center, why not use the present Centers? It seems far easier to upgrade and/or supplement on-going operations than to create entirely new ones. The Boston World Affairs Council might become such a Center with direct responsibility for servicing New England teachers. The same is true of the Center for Teaching International Relations at Denver University. There are other such groups already operating that have at least some concern with China Studies. They have staff, mailing lists, established relations with the nearby academic community, and they already have worked successfully with the educational establishment in their own areas. The energy and resources--not to mention the critical element of time--needed to establish a new Center or another organization in the school business is tremendous. The millions of dollars already spent on establishing Title III Centers throughout this country is a case in point. By the time these Centers hired their staffs and they in turn oriented themselves regarding the national social studies scene, there was very little time, money or effort left to carry on truly innovative programs to assist schools. This is not a unique case. A good deal of money has been spent in recent

years setting up Centers concerned with improving various aspects of social studies instruction. Very few of these Centers have survived long enough to reach the stage where they're helping classroom teachers.

5. Inservice Workshops

Because teachers presently teaching do not know enough about China, someone should carry on in-service teacher training to upgrade them. No one can argue with the first assumption that teachers presently are not well schooled regarding China. The second assumption, however, may not be as true.

Unless radically new or far more effective means are developed to help train in-service teachers, the likelihood that substantial numbers of them will use what they perceive to be their "free-time" preparing themselves to deal with China is becoming less likely with each passing year. Teacher resistance to the traditional forms of in-service training is rapidly approaching the crisis stage in many communities. Whereas in the past it was comparatively easy to encourage teachers to attend in-service workshops during their out-of-school time, it is now extremtly difficult to do so in many localities. Many reasons for this condition exist. Discussing them here will not alter the fact that in-service work, as we've traditionally thought of it, is, in my opinion, fast becoming a dead issue. Teachers in most localities simply do not any longer choose to attend in-service training activities--unless they can clearly see a 'pay-off' for themselves. I am not saying that no teacher will any longer attend any form of in-service education. I am suggesting that it is getting a great deal more difficult to involve them and that they must clearly perceive the reward involved if they are to even bother to attend.

Alternative

More effective forms of in-service education that will attract and hold teachers are needed. What kinds of alternative formats exist? Let me suggest two possibilities. What about short, intensive one to two hour sessions held for teachers in their own school building during the school day? Teachers from that school or neighboring schools could attend these sessions and then return to their own classrooms and actually try out the ideas presented. They could even meet again later that day to critique what had happened. This would make in-service work as directly and immediately useful as possible. It also would help to assure virtually instant feed-back and evaluation. Further it would only hold their absences--and the accompanying problems of finding substitutes--to the absolute minimum.

What about a format where those presenting the workshops actually teach the classes of one or more of the participating teachers? The group could observe and then discuss the lesson. While observing they would begin to learn about China. Teachers attending would be expected to teach the same lesson to their own classes, evaluate the results and then come together later to pool their ideas and to exchange impressions. In this way those presenting the workshops become, in effect, substitutes covering one or more scheduled classes. All this could be done during the school day both to avoid excessive travel time and to assure that the teachers in the workshop were all teaching the same general materials. In the past, many workshops that included teachers from widely different school settings suffered from a lack of common interests, backgrounds and concerns. Keeping in-service activities localized partially overcomes this difficulty. More importantly, it helps to assure that local school units begin to shoulder the responsibility

for their own in-service activities. This places the obligation to upgrade teachers squarely on the shoulders of the local school units. In a decentralized education system that takes pride in its autonomy, this pattern fits perfectly.

Both of these models provide:

a. localization, i.e., local needs are being directly met,

b. relative low cost,

c. a minimal need for substitutes,

d. a chance for local teachers to meet, exchange ideas and observe teaching demonstrations by other, resourceful teachers,

e. a means by which students can play a role as an integral part of an in-service program.

It goes without saying that the inclusion of any new material in the curriculum that ignores the experience of both teachers and students will not likely be met with a high degree of enthusiasm. Keeping the local teachers and their students engaged together in the workshops--whatever format may be developed--is one way to assure that whatever is eventually designed will meet both of their needs and expectations. The eventual inclusion of China Studies in the curriculum as a legitimate area of concern will hinge directly on how expertly planned and well executed any in-service efforts engaged in are judged to be by the classroom teachers. Only if what is done is felt to be relevant to their concerns and immediately useful to them in their daily tasks, will the study of China have any chance whatsoever of winning a place in the curriculum. In-service efforts that completely break the old mold and are felt by teachers and administrators to be new and exciting may provide a partial answer.

6. Pre-Service Training

Ideally, all prospective social studies teachers should be equipped upon graduation to handle effectively China Studies. Given a number of realities operating, we are unlikely to reach this goal in the near future. Conditions in the colleges and universities have not changed a great deal since the publication in 1968 of Harold Taylor's study, The World and the American Teacher. It clearly showed how little time the typical undergraduate in education devotes to any international content at all. To state that the average graduate of any of our teacher training institutions is almost completely ignorant regarding China is, I believe, a reasonable reflection of the way things actually are. Again, the reasons for this state of affairs are many and it is not my intention to catalogue them. It is apparent, however, that this situation must be altered if China Studies are to be improved.

Alternative

Pre-service preparation could be supplemented by developing workshops emphasizing China Studies held right at selected teacher training institutions. The advantages of such sessions are severalfold. First, undergraduates are very likely to adopt in their teaching those experiences that they have recently experienced. Particularly if they feel the experience was helpful. Second, holding workshops at higher education institutions assures a guaranteed audience and adequate physical facilities. This is oftentimes not the case with present in-service workshops. Third, academics with Chinese expertise are available on many college campuses to take part in such workshops. Fourth, the cost for this kind of workshop is relatively low. Last, focusing on China Studies in this way offers

a good opportunity to impress both education department members and the undergraduates with the importance of such studies. This last point is perhaps the most critical one. Chances of enlarging the audience of potential teachers or future teachers willing to include a study of China may be increased considerably by having them encounter China as part of their formal training process--not tacked on as an extra once they are out teaching. This system would not necessitate any change in the present curricula--a formidable task as anyone who's tried will attest. Such sessions would not be designed to teach them all they should know about China. This is impossible in any workshop or even in a series of workshops. Rather, to give them concrete help in the ways to teach a few significant concepts about China--regardless of the grade level they might reach or the teaching materials they might have available to use.

7. Activities at Major Teachers Meetings

Many times it has been suggested that information about new programs should be made part of the offerings available to key educators at national or other major meetings. Some groups have done just this with modest success. A problem remains, however. The fact of the matter is that few classroom teachers ever attend major meetings unless the meeting is held close to where they teach.

Alternative

State social studies councils, state social studies consultants, and state and regional level administrative organizations all continually organize programs. Why not offer them a "packaged program" featuring China Studies? The "package" should include something in the way of methods

instruction for teachers who are not interested in China as such. Inquiry or value oriented mini-lessons could be developed that--though dealing with China content--have broad applicability in other social studies areas. The "package" could be designed in modules in order to adjust to varying time constraints. Such "packages" would, I'm certain, be eagerly accepted by some people responsible for providing programs for teachers. Those responsible for planning programs for administrators and other persons interested in new developments in education might also find such a service very useful.

Still another way to feature China at major meetings might be to offer leading scholars--who are also good speakers--to those responsible for program planning. Here is one way the speakers bureau idea, so often suggested, can be of maximum impact. Only those groups guaranteeing a minimum sized audience would even be considered. Such a service could be dealt with quickly with the minimum confusion. Various adult community organizations that normally hire speakers might also find this service useful. The key to such a service, however, is to provide a way to maximize the impact of China at key educational meetings.

8. Evaluate Teaching Materials

Teachers will use the teaching materials they see. Although this statement may seem self-evident, those concerned with curricular change often apparently have overlooked it. Few teachers possess even the most cursory knowledge regarding the available teaching materials. I did not say available to them at the present time. This would necessitate dealing with the whole matter of school finances, allocations of available monies, and state and/or local textbook adoption practices. While these are clearly extremely crucial

questions to those who are directly involved, the national pattern is so diverse that even to attempt to deal with that question in this paper would be fruitless. For this paper's purposes, we should keep in mind the fact that useful materials are no longer scarce, but merely unknown to teachers. Furthermore, no structure now exists which can potentially help to correct this critical defect in the present system. Frank Buchanan's newsletter comes closest to meeting the crucial gap in teacher's knowledge. However, Buchanan has not as yet faced the difficult problem of evaluation; particularly of the textbooks and soft-covered text units. This is not to fault in any Buchanan's efforts. I am of the opinion that Buchanan's work is in a class by itself. As such, one can only express the highest praise. This doesn't alter the situation, though. The textbook publisher who gets his advertising into the teacher's hands--or better still, a complimentary copy of his material--stands an extremely good chance of having the teacher use that material. Produce a reasonably short, attractively presented piece of curriculum material--regardless of authorship--that is relatively inexpensive and it is virtually guaranteed that a very high percentage of teachers will use it. Particularly if it claims to be aimed at a "high interest and low reading level." Lots of pictures, widespread use of color, short sentences and many end-of-chapter questions and suggestions for further activities help to assure its widespread adoption. This is not overstated in the least. Most teachers in most schools simply do not know enough about China to be critical consumers of the materials now on the market.

Alternative

In-service workshops and improved pre-service training cannot overcome

the insidious effect of having second rate materials in the hands of students. This poses an extremely critical problem for those persons seriously concerned with not simply widening the study of China but of substantially improving it. Should not an effort be made to assure that those producing the teaching materials are helped to develop better products? Detailed, written critiques of present teaching materials, prepared by acknowledged China experts, could be shared with the key editorial personnel at interested publishing houses. These critiques would be confidential and done in a spirit of genuinely helping, not criticizing. No group or organization has ever offered publishers this kind of service. Several editors with whom I've discussed a similar kind of service pertaining to Africa, seemed extremely receptive. Each individual critique could be read and commented upon by three or four independent readers to assure greater objectivity. One key to the success of such a venture would be to make certain that the specific criteria being used to evaluate the materials were clearly stated. Some evaluations fail just because they haven't taken time to make known their criteria.

9. Preparation of New Teaching Materials

In the past, this has seemed to be the first method suggested whenever anyone tries introducing any new topic or subject into the curriculum. More time and energy have probably been used pursuing this one single phase of educational change during the past decade than the sum total of all other change efforts combined. Everyone everywhere seems to be constantly creating new curriculum materials. The China Studies field is no exception. The problem the classroom teacher faces is that teaching materials--even the

good ones--can only be used one at a time. And they can only be purchased every several years. This means that material selection is extremtly crucial to most teachers. Enormous amounts of time and energy are expended each year by teams of teachers in schools throughout the nation selecting textbooks and other materials for adoption. The vast amount of new materials available in recent years has increased the selection problem many times over. This problem will not be resolved simply by producing more new materials.

Alternative

More than a proliferation of new teaching materials, teachers need some form of guide to China Studies. This guide might include a number of elements already available. The key to such a publication would be to include all of the elements necessary to begin to teach successfully about China between two covers. The model for what is needed is perhaps best exemplified by the 1957 publication of the old Institute of Pacific Relations entitled, Major Topics on China and Japan-a Handbook For Teachers. Teachers desire to be told what ideas and concepts about China are most important, which of the available teaching materials are best suited to presenting those ideas and concepts and some good, imaginative ways to present them. Many other elements might also be included. However, the three mentioned are basic because they touch the three main bases: content, materials, and methods. Also something should be included to explain to teachers why studying China is important.

10. Check with the Client

This last point has been mentioned by many people. I don't have an

alternative because it's the key to everything else that can be done. Until those concerned with China Studies manage to develop a way to find out systematically what it is that teachers and students in the schools wish to know about China, most of whatever else we're likely to do will probably not really make a great deal of difference.

To sum up, what should concern us is that somehow enough teachers are provided with enough information on China of a secure enough nature to enable them to move ahead.

APPENDIX I

The following excerpts are taken from Industrial Geography, by Ray Hughes Whitbeck, published by American Book Company. It was originally published in 1924 and was revised in 1929, 1931, 1933 and 1934.

This book was widely used in the schools until the early 1940's. These excerpts speak for themselves.

Chapter XXVIII

THE REPUBLIC OF CHINA

China's Past -- About 2400 years ago the Chinese had attained a relatively high stage of civilization--remarkably high for that early period. Some of their scholars, statesmen, and builders were men who would rank as great men to-day. One of the greatest minds that China ever produced--Confucius--lived nearly 2500 years ago. The mariner's compass and block printing were invented in China hundreds of years B.C., and gunpowder was used there in the third century A.D., long before it was known in Europe. Successful generals pushed their conquests northward and westward until a vast area, covering 4,000,000 square miles and including the outlying dependencies of Tibet, Sinkiang, or Chinese Turkistan, and Mongolia came under Chinese rule. Then China ceased to progress for nearly two thousand years, and shut out foreign influence until about 1850. In 1912 the Chinese overthrew their ruling family and declared the nation a republic, but it is a republic in name only. Almost constant internal strife goes on, between rival generals and between north China and south China, and the future of the country is very uncertain.

...The Chinese are very slow in taking up new ideas, and a majority of them dislike foreigners and foreign ways, and would prefer to be let alone to live as their ancestors lived. But the abundant supply of labor, the coal and iron resources, and the enormous market for goods which so large a population can provide, will bring about surely if slowly an industrial revolution, and China will increasingly adopt modern industrial methods.

...The Future -- The future of China is difficult to forecast. The country is not united, civil strife is more or less constant, officials are corrupt, public money is directed into private pockets, the central government can not enforce its laws, and brigandage is common. The vast majority of the people know little about public affairs and care little so long as they are left alone. Yet the Chinese are a people of truly great possibilities; the educated class are keen and alert, by no means inferior to the white race.

The common people are industrious, thrifty, and possessed of great physical endurance. If such a people shall become united under competent leadership, great things may be achieved.

SUMMARY

The following ten facts about China should stand out prominently:

1. Its large area and enormous population.

2. The present condition of the majority of the people, poor, illiterate, conservative, suspicious of foreigners, and fearful of foreign aggression.

3. The nation-wide devotion to agriculture, carried on without machinery on little pieces of land and with a vast expenditure of labor.

4. The absence of good roads, the small use of wheeled vehicles, the small railway mileage, the extensive use of rivers and canals, and the great traffic moved on wheelbarrows or carried on the backs of porters.

5. The general practice of hand manufacture, and the small development of modern factories.

6. The wealth of coal, iron and other minerals, as yet being mined only to a slight extent.

7. The loosening of China's hold upon Tibet, Mongolia, and Manchuria, and the growth of Japanese control in Manchuria.

8. The small buying power, at present, of the individual Chinaman, but the great future possibilities of the Chinese commerce when the large population begins actively to buy foreign goods.

9. The enormous number of industrious, thrifty, hardy, dependable laborers in China--the greatest labor supply in the world, capable of achieving great things under competent leadership.

10. The sincere friendship between the United States and China, and the latter's need of genuine friendship.

Text	Total pages in the book	Approx. No. of pages devoted to Asia (1)	% of total content devoted to So. & E. Asia (2)	Observations
Ewing	733	190	26%	
Stavrianos	790*	175	22	Includes U.S. unit
Welty	668	140	21	
Rogers, Adams, Brown	783	100	13	
Roselle	739	82	11	
Boak, Slosson, Anderson	792	65	8	
Bruun, Haines	669	60	9	
Wallbank, Schier	723	55	8	
Habberton, Roth, Spears	672	38	6	
Roehm, Buske, Webster, Wesley	590	30	5	

(1) All page totals shown include estimations for less than whole pages and thus are not absolute figures.

(2) This analysis does not include the Russian and Moslem sections of Asia.

APPENDIX II TREATMENT OF ASIA IN TEXTBOOKS - 1966

APPENDIX III

These excerpts provide an example of the kinds of substance that were presented to teachers at summer institutes. This particular institute was held in 1966 and is representative of institutes' pre-occupation with substance--much of which was extremely limited in its usefulness to teachers.

NDEA SUMMER INSTITUTE IN EAST ASIAN HISTORY

History IB2

Topics for Papers

Summer 1966

1. Select topic in conference with Professor and Professor by June 20; submit paper on July 21.
2. Write a twelve to twenty page paper on some East Asian institution, ideology, social class, or movement.
3. Append a one-page statement suggesting ways in which this topic (or a broader subject which includes this one) might be presented in the world history class.
4. Consult a minimum of eight works conclusive of textbooks and encyclopedias, and give evidence of this in your bibliography.
5. Write the paper in approved essay form.
6. Use footnotes for all direct quotations and for all important usage of ideas of other writers. Give attention to standardization of footnote form.
7. Subject matter specialists will help you with selection of topics and with the finding of suitable source materials.
8. Consult the bibliographies before you commit yourself fully to a topic. (See Service Center for Teachers pamphlets by Hall, Hucker, Cole, and Morgan.)
9. Avoid topics of a current events character, or from the very recent past.
10. Rephrase your topic in the form of a question before writing.

SAMPLE FOOTNOTES: William H. McNeil, The Rise of the West (Chicago, University of Chicago Press, 1963), 103-109.
Harry J. Bends, "Decolonization in Indonesia: The Problem of Continuity and Change," American Historical Review, LXX (July, 1965), 1058-1073.

SUGGESTED PAPER TOPICS:

Confucius and his Ideal Government and Society
Mencius and the Right of Revolution
Li Ssu and the Ch'in System of Government
The Chinese Civil Service Examination System
The Ever Normal Granary System in China

Development of Printing in China
Tradiational Chinese Military System
Wang An-shih and the New Laws
Great Sung Landscape Painters and their Tradiation
European Travellers in Yuan China: the Case of Marco Polo

Discovery of Peking Man and its Improtance
Administration of Yellow River Control System
Fujiwara System of Control in Japan
Japanese Emperiorship and its religious Basis
Nichiren and his Buddhist Teachings

Life and Decline of Heian Court Nobility
The Code of Bushido and the Japanese Samurai Class
Yoshitsune and the Japanese Warrior Tradition
Zen Buddhism and its Practitioners in Ashikaga Japan
Tokugawa System of Administration for Japan

Topics for Papers

Hiroshige and the Japanese Woodblock Print Tradition
Japanese Landscape Painting: Sesshu and his Work
System for Control of Dutch Trade in Tokugawa Japan
Yoshida Shoin and the Emperor Cult
Fukuzawa Yukichi's Case for the Westernization of Japan

Groups behind the Meiji Restoration of 1868
Eta Class in Modern Japan
Modernization of the Army of Meiji Japan
Factors in Japanese Victory in the Naval Battle of Tsushima Straits 1905
Twenty-One Demands on China: Japanese Supporters and Opponents

Kita Ikki and Japanese Fascism
Japan's Decision to Strike at Pearl Harbor: who Made it and Why?
Japan's Decision to Surrender: who made it and Why?
MacArthur Constitution for Japan: Changing Governmental Structure and Ideology
Japanese Peasant Class and Land Reform

Japanese Zaibatsu System and its Consequences
Japanese Factions opposing Security Treaty Renewal 1960
Soka Gakkai as Religious and Political Movement
Canton System for Foreign Trade
Jesuit Contributions to Chinese Learning

Kowtow and Tribute System for Chinese Foreign Relations
Hung Hsiu-ch'uan and the Program of the Taiping Rebels
Ever Victorious Army in China
Program of the Boxers and their Supporters
K'ang Yu-wei and the Hundred Days Reforms in 1898

Sun Yat-sen's Political Ideas
Military Strategy and Tactics of Mao Tse-tung
Mao Tse-tung's Appeal to the Peasantry
Thought Reform in Communist China
Chiang K'ai-shek's Political Ideas

German Assistance in Modernization of Chiang's Armies
Stilwell's Command and Strategy Objectives in China
Great Leap Forward in Communist China: its Purpose and Outcome
Organization of the Communes
Jose Rizal and Filipino Nationalism

Japanese Rule of Korea
Indochina under the French
Islam in the Indies
Sir Stamford Raffle's Colonial Program
King Mongkut and Siam's Modernization
Siam's Revolution of 1932 and its Supporters
Sukarno's Guided Democracy

History IB4
(Institute : Survey of East Asian History)

Schedule of Topics and Readings Summer, 1966

FACULTY: Ph. D.
Ph. D.
Ph. D.

TEXTBOOKS Edwin O. Reischauer and John K. Fairbank, East Asia: The Great Tradition. 1960.
John L. Fairbank, Edwin O. Reischauer, and Albert Craig, East Asia: The Modern Transformation. 1965.

RESERVE BOOKS (in NDEA History Institute Third Floor Reading Room)
Dun J. Li The Ageless Chinese: A History. 1965.
Edwin O. Reischauer. Japan-- Past and Present. 1964 edition.
Theodore DeBary. Sources of Chinese Tradition. 1960.
Ryusaku Tsunoda. Sources of Chinese Tradition. 1958.
John K. Fairbank. The United States and China. 1958 edition.
Edwin O. Reischauer. The United States and Japan. 1965 edition.

FIRST WEEK

June 6 8:30 Registration (Brown, Abosch, Buchanan)

Chinese Society and its Origins

9:40 China's Unity: Geographic Setting (Brown)
Reischauer, 3-13, 19-27

June 7 8:30 Chinese People and their Origins (Brown)
Reischauer, 13-15, 27-31

9:40 Archaeological Discoveries on the Emergence of Shang Culture (Brown)
Reischauer, 32-29, 44-52

June 8 8:30 Chinese Language and Writing (Li)
Reischauer, 15-19, 39-44

Classic China: Ideological Foundations

9:40 Chou China: Confucius and his Thought (Li)
Reischauer, 62-72
DeBary, Sources of Chinese Tradition, 19-36.

7:00 P.M. FEATURE FILM: "Rashomon," Auditorium, Engineering North

June 9 8:30 Chou China: Confucian Disciples and Rivals,(Li)
Reischauer, 72-76, 80-84

Imperial China: Ch'in-Han Empire

9:40 Li Ssu and the Formation of the Ch'in Empire (Abosch)
Reischauer, 85-101

June 10 8:30 Ssu-ma Ch'ien and the Chinese Historical Tradition (Brown)
Reischauer, 101-108, 111-114
DeBary, 269-275

Guest Lecturer

9:40 Japan: Modernization and its Discontents: I the Uses of Anthropology, Dr. David Plath, University of Iowa

12:40 Joint Luncheon, Mural Room, Student Union Cafeteria, Japanese Folksongs by Atsuko ISHIHARA
Informal Discussion with Dr. Plath

7. Comment on the meaning of ronin, the significance of harakiri in these cases, the duty of vendetta, the attitude toward the acquisitive person who takes a bribe, relative importance of lord and family.

8. Contrast Japanese Bushido with European chivalry.

Tuesday, June 28 Wang An-shih: Practical Reformer?

Readings: Wang An-shih, "The Ten Thousand Word Memorial," "Current Extravagance" in John Meskill. ed., Wang An-shih: Practical Reformer? (Heath Series, 1963), 1-17.
Su Shih, "Memorial to Emperor Shen-tsung on the New Laws of Wang An-shih," in Ibid., 21-24.
James T. C. Liu, "Reappraisal of Wang An-shih," Ibid., 91-97.
Li, Ageless Chinese, 207-212
Reischauer, East Asia: Great Tradition, 206-8.

Suggested: James T.C. Liu, Reform in Sung China: Wang An-shih (1021-1086) and his New Policies. 1959.
H.R. Williamson, Wang An-shih, 2 vols., 1937.

1. Explain Wang An-shih's relationship to the Emperor Jen-tsung.

2. What was his attitude toward the examination system for selecting civil servants.

3. Was his crop loan plan primarily a humanitarian or a profit-making device?

4. Did his Marketing Control Law fit the spirit of Confucianism? Were there precedents for it in Chinese history?

5. Which social and economic groups supported his reforms? Which ones opposed them?

6. What arguments did he advance in support of the militia as against an army of professional soldiers?

7. Did Su Shih's objections to the Ever-Normal Granary, the crop loan system, and the end of the labor draft have validity?

8. Why did Wang An-shih's reliance on the Rites of Chou for ideological support stir such violent controversy?

9. Was Wang An-shih a socialist?